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ABSTRACT

This document contains materials for use in conducting a 1-hour presentation on school-to-work (STW) programs in New York State for area students in order to elicit their support for the state's STW initiative and encourage them to share information about the initiative with others in their communities. The document begins with tips for delivering the presentation. Provided next is a suggested script for presenters that addresses the following topics: (1) the history and objectives of STW; (2) key principles of STW; (3) ways STW benefits students (helps students focus on choices; identifies students' skills and interests; encourages community support for students; provides real-life experience; helps students relate to adults; makes learning fun; helps students develop the skills needed for college or employment; increases earning potential; helps students meet people to help them in their careers); (4) common myths regarding STW and facts dispelling them; and (5) the student's role in STW (tell their teachers, principal, counselors, and others of their interest in STW; identify activities available in the community; form a career club; ask their parents to support STW; conduct their own career exploration). Ten transparency masters, 7 handouts (including a 12-item bibliography of STW resources), and a sample evaluation form are also provided. (MN)

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ED 469 035

School to Work
RAISING STANDARDS IN NEW YORK STATE

Presentation to Students

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The purpose of this packet is to elicit support for School-to-Work from students in your area. You'll be asking them to participate in any way they can and to share information about this important initiative with their friends, family, fellow students, school personnel, and others with whom they interact.

Projected Time Frame: Approximately one hour
To shorten the length of the presentation, feel free to present those sections of most importance to your particular audience. You may also choose to lengthen the time allotted for presentation to allow for more interaction and questions from attendees.

Included in this Packet
Suggested script
Overhead transparencies
Handout masters
Presentation tips
School-to-Work resources
Sample evaluation

Materials Needed
Overhead projector
Copies of handouts
Presenter's table/lectern
Pencils and pads

CE022 509

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Presenting STW to Students: Presentation Tips

- Be sure to thoroughly review the handouts and overhead transparencies in this packet prior to your presentation. You may also want to look at other resources listed on the page entitled School-to-Work Resources (see Handouts), which can be used as an optional handout.

- Remember that each students' group is different, so select handouts and overhead transparencies based on time, interest, and group composition. You might decide to add another handout that lists partnership members.

- Consider delaying the distribution of handouts until the end of your presentation so that your audience is not reading during your presentation. Referring to the fact that you will be passing out materials, as indicated in the script, will prevent furious note-taking by the students.

- The key to getting the message to students, as with any target audience, is to speak the students' language. Since personal testimony is so effective, it may be helpful to ask a student to serve as a co-presenter.
  - A co-presenter should be fully supportive of STW and have some experience working with large groups of fellow students. Spend some time with the co-presenter discussing your presentation strategy, and perhaps even practicing the presentation.

- Whether presenting by yourself or as part of a team, remember to put yourself in the students' shoes before addressing these questions:
  - What motivates me?
  - What grabs my attention?
  - What am I inspired by?
  - What's in it for me?

- Take the time to introduce yourself and your co-presenter (if applicable). If your audience is not too large, ask the students to introduce themselves and share what they hope to learn. This will provide a general sense of the group's expectations and make everyone more comfortable during the group activity. Don't forget to give a time limit for each introduction!

- When describing *What School-to-Work Is*, make your description come alive by giving a range of concrete, age/grade-targeted examples for each of the three parts of the system: school-based learning, work-based learning, and connecting activities. Local examples from the community/school district will be meaningful to students, but examples from other parts of the country as depicted on video (such as *Jobs: The Class of 2000*) are appropriate as well.

School to Work
RAISING STANDARDS IN NEW YORK STATE

Presentation to Students

✓ Script
Overheads
Handouts

Suggested Script for Presenters

Introduction

I want to talk to you today about something very exciting — your future. You know you're going to need help with your future. What you may not know is that your learning never ends.

[Display OVERHEAD 1]

This means you will always be learning. Continuous learning helps you:

- Obtain work and study skills required for future education, training, and employment.
- With all the decisions you will have to make after school.
- Get along with all kinds of people. You'll need to talk to people of all ages and backgrounds.

Sometimes, the connection between school and what goes on after school is not always clear. There's a new trend which will help. The trend is called School-to-Work or School-to-Career. Your friends who have participated often call it "school with experience."

What School-to-Work Is

In 1994, Congress passed the School-to-Work Opportunities Act to help kids like you move from school to work. These School-to-Work experiences will give you skills and confidence. They also show you after-graduation options like four-year college, two-year college, technical training, or entry-level work as part of a career path. They will help you determine your career choice.

School-to-Work believes the following:

[Display OVERHEAD 2]

- School-to-Work is for **all of you.**[1]
- School-to-Work means **doing well** at school and work.
- School-to-Work gives you opportunities for a whole bunch of work **experiences**.
- School-to-Work is for all levels from **kindergarten through young adults** (to age 24).
- School-to-Work is about **developing career plans**.
- **School and work** should be **linked** together.
- Everyone — **employers, your parents, teachers, other people in your community** — should **work with you** to prepare for being a successful adult.

We know that everyone, including you, learns best by doing and by connecting what you learn in School-to-Work. To help you get this experience, School-to-Work involves three types of activities:

[Display OVERHEAD 3]

School-based learning activities

- Career counseling (begin no later than 7th grade)
- Selection of a career major
- Program of study (based on high standards)
- Integration of academics and vocational education
- Evaluation
- Secondary/Postsecondary articulation

Work-based learning activities

- Job training
- Work experience
- Workplace mentoring
- Instruction in workplace competencies
- Instruction in all aspects of an industry/business

Connecting activities

- Matching students with employers
- Establishing liaisons between education and work
- Technical assistance to schools, students, and employers
- Assistance to integrate school-based and work-based learning
- Encourage participation of employers
- Job placement, continuing education, or further training assistance
- Collection and analysis of post-program outcomes of participants
- Linkages with youth development activities and industry

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* Bolded words in the text of this script appear on the coordinating overhead.

[1] "All" means both male and female students from a broad range of backgrounds and circumstances including disadvantaged students, students with diverse racial, ethnic, or cultural backgrounds, American Indians, Alaska Natives, Native Hawaiians, students with disabilities, students with limited-English proficiency, migrant children, school dropouts, and academically talented students.

What's In It For You?

Now that you have an idea of what School-to-Work is all about, what's in it for you?

School-to-Work:

[Display OVERHEAD 4]

[Refer to HANDOUT A]

√ **Helps focus on choices.**
You face lots of choices. By exploring career possibilities early, you are prepared to plan better. If you're in middle school, you need career planning and exploration. In high school, you are focusing on your future college/career goals and employment training.

√ **Identifies skills and interests.**
By doing School-to-Work activities, you will find out what you enjoy and are good at. You'll find out what you don't like to do. Knowing this will help you identify the best careers for you.

√ **Encourages the community to help you.**
You will find lots of educational opportunities in your community. School-to-Work activities help you find out what jobs and careers there are right in your area. You'll feel more at home.

√ **Provides real-life experience.**
Real-life experience helps you understand what you learn from books and homework assignments. You might even find it's easier to learn from real-life activities.

√ **Helps you relate to adults.**
You will become more comfortable with adults on the job. Instead of an adult/child relationship, you'll be co-workers. This will increase your confidence when you start a job.

√ **Makes learning fun.**
School-to-Work activities connect schoolwork and the workplace. You'll see *why* it's important to learn in school and you'll have fun.

√ **Gives you opportunities.**
Through School-to-Work, doors to summer-time and future employment may open up. Employers will recognize you and remember special things about you.

School-to-Work: The Facts

You may have heard different things about School-to-Work. Here are the facts:

[Display OVERHEAD 5]

[Refer to HANDOUT B]

- **School-to-Work** is **for *every* kid**, whether you're going on to college or not.
- School-to-Work provides **real-life**, relevant **learning** that has helped others learn more and get better grades.
- Work-based learning provides **interesting work experiences** that give you important work skills. Work-based learning is safe, too, because labor laws protect you from unfair working practices.
- **Everybody** — not just schools, but schools, businesses, and parents — is **involved**.
- School-to-Work changes how your schools operate, how you identify college and careers, how your parents can help, and, how businesses find and train workers. It's **not the same old thing**!

What Does School-to-Work Mean For You?

Connecting your school experience with further education and work gives you a payoff. With School-to-Work, you will:

[Display OVERHEAD 6]

[Refer to HANDOUT C]

√ ***Learn about lots of careers.***

Beginning early, you'll find out about lots of career areas in different kinds of fields. You will do a career plan and make more good choices about college, training, and work.

√ ***Get skills needed for college or employment.***

Learn about life outside while you are still in school. You will be trained at job sites that will relate to what you want to do later. Best of all, you'll test your career interests and goals before spending all that money and time on something that you don't like.

√ ***Increase earning potential.***
STW means you have the opportunity to gain work skills that are needed and for which you will be paid well.

√ ***Find school more interesting and be more challenged.***
What you learn in school will be based on real-life high academic and skill standards that will interest you. School will be more challenging and more fun.

√ ***Focus on your future.***
Teachers, counselors, parents, and employers all help you connect what goes on in school and on the job with your future goals.

√ ***Meet people to help you in your career.***

Why Should <u>You</u> Support School-to-Work?

<u>You will need skills to get jobs in the future.</u>

Between 1950 and 1980, you could get a job whether or not you graduated from high school.

To get a good-paying job now, you need **strong academic skills**, **problem-solving skills**, **computer skills**, and the ability to **work well with others**.

[Display OVERHEAD 7]

<u>You will change jobs often</u>.

Before, people worked for the same company for 40 plus years, and then retired.

American teens today will probably change careers seven to ten times before they retire. Plus, many jobs of the future aren't even around yet.

<u>You will need to think independently on the job.</u>

Then, bosses often told workers exactly what to do and how to do it.

Now, things get done by self-directed people working in teams.

Pay is not growing equally for everyone.

Before, people could expect to be "better off" than their parents.

Now, the gap between the "haves" and the "have-nots" is growing. The rich are getting richer, while people at the bottom of the ladder with fewer skills and less education are standing still.

[Display OVERHEAD 8]

What's Your Role in School-to-Work?

To help you figure out how to make School-to-Work happen, it might help to talk to your fellow students.

1. Please get into small groups of less than ten people per group.

2. Within your group, appoint a facilitator.

   A fun way to pick the facilitator is to determine whose birthday is closest to today. The person sitting to the right of the facilitator can be the recorder. You should also select a reporter.

3. As a group, list things you can do to get involved with STW. How can you spread the word about STW to your peers, siblings, parents, etc.? Things to think about are:

[Display OVERHEAD 9]

[Refer to HANDOUT D]

- **Telling your teachers, principal, or guidance counselor that you're interested** in bringing the workplace into the classroom.
- **Finding out about the programs or activities** that are **available** in the school and community.
- **Forming a career club.**
- **Talking with your friends about school and careers.**
- **Asking your parents** to support School-to-Work and you supporting it in your school.

- **Conducting your own career exploration**, setting high goals, and making career plans. Self-advocacy is very important. You should be actively involved in planning your career.

4. When you're done, each group will report your ideas back to the large group.

Now, I'd like to spend a few minutes answering some of the questions you may have about School-to-Work. [If no questions are posed by the students, presenter can choose two or three from the handout to address.] I'll be giving you a handout [HANDOUT E] with more questions and answers for you to read later or to take home.

Conclusion:

I hope this presentation has been helpful for you. Unlike any other time in our history, you will be preparing for jobs which don't even exist yet. School is going to prepare you for this exciting future. Being involved in School-to-Work is a way to have a future in which you can achieve your hopes and dreams. Remember, School-to-Work provides:

[Display OVERHEAD 10]

We talked about a number of ways in which you can be involved in School-to-Work. Find the form entitled "Yes, I Want to Be a Partner in School-to-Work!" Fill out the form and give it to the person mentioned on the form. [Remind students to also complete the evaluation form.]

School to Work
RAISING STANDARDS IN NEW YORK STATE

Presentation to Students

Script
✓ Overheads
Handouts

"The better
jobs of today
and tomorrow
require
a habit of
continuous
learning."

– Peter Drucker

Guiding Principles

* *All* students
* Doing well
* Real job experience
* For kindergartners through young adults
* Developing career plans
* Links between school and work
* Employers, parents, teachers, and community members working with you

School-to-Work

School-based
Learning Activities

Work-based
Learning Activities

Connecting
Activities

What's In It for You?

√ Helps focus on choices.

√ Identifies skills and interests.

√ Encourages the community to help you.

√ Provides real-life experience.

√ Helps you relate to adults.

√ Makes learning fun.

√ Gives you opportunities.

F School-to-Work for *every* kid

A "Real-life" learning

C Interesting work experiences

T Involvement of the whole community

S Not the "same old thing"

What Does It Mean for *You*?

- ✓ Learn about lots of careers.
- ✓ Get skills needed for college or employment.
- ✓ Increase earning potential.
- ✓ Find school more interesting and be more challenged.
- ✓ Focus on your future.
- ✓ Meet people to help you in your career.

The Millennial Generation must have:

* Strong Academic Skills
* Problem-solving Skills
* Information-Management Skills
* Teamwork Skills

Declining Real Wages

1979	Earnings of 30-year-old male without training beyond high school	$27,700
1983	Earnings of 30-year-old male without training beyond high school	$23,000
1993	Earnings of 30-year-old male without training beyond high school	$20,000

Source: *Teaching the New Basic Skills* by Richard T. Murname & Frank Levy. (Free Press, 1996)

What's the Role for Students?

* Tell teachers and other school personnel you're interested in finding out about career opportunities.

* Find out what's available now.

* Form a career club.

* Talk to your friends about connecting school with your future career.

* Ask your parents to help.

* Take responsibility for your own career explorations and lifelong learning.

Challenging learning opportunities for all

Skills for college or a good job right away

Education to make career dreams come true

School to Work
RAISING STANDARDS IN NEW YORK STATE

Presentation to Students

Script
Overheads
✓ Handouts

School-to-Work Resources

- **America's Choice: High Skills or Low Wages?**, National Center on Education and the Economy, Rochester, NY, 1990.
- **What Work Requires of Schools, A SCANS Report for America 2000**, United States Department of Labor, Washington, D.C., 1991.
- **Learning a Living: A Blueprint for High Performance, A SCANS Report for America 2000**, United States Department of Labor, Washington, D.C., 1992.
- **New York State Learning Standards**, New York State Department of Education, Albany, NY, 1996. *http://www.nysed.gov*
- **Internet Resources on School-to-Work**, New York State Career Options Institute, 6 British American Boulevard, Suite G, Latham, NY, 12110-1402.
- **National Library of Education Bibliography on School-to-Work**, United States Department of Education, Washington, D.C.
- **National School-to-Work Learning Center**, United States Department of Education, Washington, D.C. *http://www.stw.ed.gov/*
- **School-to-Work Materials and Resources Bibliography**, Two-Year College Development Center, NYS University at Albany, Albany, NY, 1996. *http://www.albany.edu/twoyear/stw.html*
- **School-to-Work Speakers Bureau**, Two-Year College Development Center, NYS University at Albany, Albany, NY, 1996. *http://www.albany.edu/twoyear/stw.html*
- **Toward a Challenging Future: A Practitioner's Guide for Student Career Exploration in New York State**, Two-Year College Development Center, NYS University at Albany, Albany, NY, 1996. *http://www.albany.edu/twoyear/stw.html*
- **Transition Services: A Planning and Implementation Guide**, Vocational and Educational Services for Individuals with Disabilities (VESID), New York State Education Department, Albany, NY, 1994. *http://www.nysed.gov*
- **Work-based Learning Manual: A Resource Guide for Change**, Hudson River Center for Program Development, Inc., Glenmont, NY, 1996. *http://www.hudrivctr.org*

School-to-Work: What's In It For You?

√ **Helps focus on choices.**
You face lots of choices. By exploring career possibilities early, you are prepared to plan better. If you're in middle school, you need career planning and exploration. In high school, you are focusing on your future college/career goals and employment training.

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By doing School-to-Work activities, you will find out what you enjoy and are good at. You'll find out what you don't like to do. Knowing this will help you identify the best careers for you.

√ **Encourages the community to help you.**
You will find lots of educational opportunities in your community. School-to-Work activities help you find out what jobs and careers there are right in your area. You'll feel more at home.

√ **Provides real-life experience.**
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You may have heard things about School-to-Work. Here are the facts:

FACT School-to-Work is for *every* kid, whether you're going on to school or not.

FACT School-to-Work provides real-life, relevant learning that has helped others learn more and get better grades.

FACT Work-based learning provides interesting work experiences that give you important work skills. Work-based learning is safe, too, because labor laws protect you from unfair working practices.

FACT Everybody — not just schools, but schools, businesses, and parents — is involved.

FACT School-to-Work changes how your schools operate, how you identify college and careers, how your parents can help, and, how businesses find and train workers. It's not the same old thing!

School-to-Work: What Does It Mean For You?

Connecting your school experience with further education and work gives you a payoff. With School-to-Work, you will:

✓ ***Learn about lots of careers.***
Beginning early, you'll find out about lots of career areas in different kinds of fields. You will do a career plan and make more good choices about college, training, and work.

✓ ***Get skills needed for college or employment.***
Learn about life outside while you are still in school. You will be trained at job sites that will relate to what you want to do later. Best of all, you'll test your career interests and goals before spending all that money and time on something that you don't like.

✓ ***Increase earning potential.***
STW means you have the opportunity to gain work skills that are needed and for which you will be paid well.

✓ ***Find school more interesting and be more challenged.***
What you learn in school will be based on real-life high academic and skill standards that will interest you. School will be more challenging and more fun.

✓ ***Focus on your future.***
Teachers, counselors, parents, and employers all help you connect what goes on in school and on the job with your future goals.

✓ ***Meet people to help you in your career.***

School-to-Work:
What's the Student's Role?

- Tell teachers and other school personnel you're interested in finding out about career possibilities.
- Find out what's available now.
- Form a career club.
- Talk to your friends about connecting school with your future career.
- Ask your parents to help.
- Take responsibility for your own career explorations and lifelong learning.
- Other ideas:_____

_____

_____

_____

_____

_____

School-to-Work: FAQs & *Answers*

I'm going to college; why do I need STW?

STW offers both college and non-college students the same benefit: to understand the bridge between schoolwork and its application in the real world. You'll be able to develop a career plan which connects present and future education and training to lots of career options. You'll do better since you'll be more focused.

Do the courses I'm taking now prepare me for a job?

Yes, they do — up to a point. In addition to the basics though, you also need to know about skills required in the workplace. What better way to get those skills than combining school with supervised work?

What will I learn at my job?

You will learn what you'll need to know for various careers. Mentors will give you the information you need to do your job, in addition to showing you how adults work together.

Can I keep my part-time job and still be involved with STW?

Absolutely! In fact, a great way to get more employers and worksites involved in STW is to connect students' part-time jobs to schoolwork.

How do I find out about STW?

Think about what you like and what you want to do. There may be School-to-Work activities already available. Talk to your teachers, guidance counselor, or principal about School-to-Work opportunities. Be sure to tell your parents that you want to be involved, so that they can support School-to-Work. You might want to get your friends involved, too. Try forming a career club with them.

I'm disabled. Can I still be involved in STW?

Of course! The Individuals with Disabilities Education Act (IDEA) says that schools must provide all students with disabilities ages 14 on with transition programs and services to help you prepare to live, learn, and work in the community as an adult. Therefore, from age 14 on, your Individualized Education Plan (IEP) should include school and work experiences that prepare you for adult life. Your special education teacher should be working with STW staff to ensure that you can participate in School-to-Work activities with your classmates.

I'm not in school now but I'm having trouble finding a job. Can I be involved in STW?

Yes! You should contact the school in your area to ask about STW. As part of school-based learning, you can have help with your academic strengths and weaknesses. You can set new goals and find out about additional learning experiences. The school should help you find additional training, postsecondary programs, or employment. The School-to-Work system works whether you're in school or not and past high school.

Yes, I Want to Be a Partner in School-to-Work!

Name: _____

Address: _____

_____

Phone: _____ *Fax:* _____ *E-mail:* _____

Here is how I can contribute:

_____

_____

_____

_____

_____

_____

_____

_____

Please return to: _____

(Contact Person)

Presenting School-to-Work to Students

Sample Evaluation

Part I: Please complete the following survey by circling the appropriate number below.

KEY: 1. I completely agree.	2. I somewhat agree.	3. I completely disagree.

Upon completion of the workshop, I:

1. Understand the School-to-Work concept.	1	2	3
2. Feel comfortable sharing the School-to-Work message.	1	2	3
3. Know what is expected of me in terms of my role in School-to-Work.	1	2	3

Comments:

Part II: Please check the appropriate space.	**Very satisfied →→→→** 5	4	3	2	**Completely dissatisfied** 1
Atmosphere	—	—	—	—	—
Handouts and overheads	—	—	—	—	—
Time allowed for questions	—	—	—	—	—

Comments:

Part III: Please complete the following:

The best thing about this session was:

This session could be improved by:

I'd like to tell the facilitators that:

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

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